

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: Wakpala Elementary School					Grades Served: Prek-8		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
						X	Native American High Performance Learning Communities (NAHPLC)

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Members involved in the needs assessment include Keith McVay Superintendent, Shirley Boyd Elementary Principal, Brian Thompson High School Principal, Melvin Hill after school program coordinator, Amanda Hermes Business Manager, Candace Sherwood Special Education Director and Community Member and Parent, Jodi Madison Nurse and Health Educator, Chris Fried Federal Programs Director and Parent, Lori Mullen Elementary Teacher, and Pat Stone NAHPLC Coach. The Johnson O'Mally (JOM) board also looked at the needs assessment and added input into what the needs of the elementary school were based on the assessment. Members of the JOM team included Jeff Cadotte parent, Deshannon Raba parent, and Judy Cadotte parent.

- Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

The committee went back and looked at the students mid-year testing results from our local assessments that were completed in January 2010. We looked at scores from DACS math and reading for grades 2-8, STAR math and reading for grades 2-8, and STAR early literacy for grades prek-1. Looking at the mid-year scores showed us if students were testing at grade level in reading and math and if they were below grade level what area's they were weak in. A student risk survey was also completed in February 2010 and used for the needs assessment. The risk survey asked students in 7th and 8th grade about their behaviors, choices, and beliefs about things such as drugs, alcohol, sexual activity, and school.

The committee looked at the highly qualified status of teachers and the subjects or grades they are teaching in. The committee also looked at a software matrix that explains what software programs the teachers were using in their classrooms and how proficient they were in using those programs. The committee also looked at the programs and strategies that were available to the teachers and how often each of those were being used by the staff and whether they were effective or not on student achievement. Some programs and strategies we examined were CGI math, Study Island, Renaissance Place, Accelerated Reading, Accelerated Math, Native American High Performance Learning Communities (NAHPLC), and United Streaming along with several other software programs.

Community and parent input was taken during parent teacher conferences in March and during JOM/Wakpala Parent Advisory Group meetings in February and March. The committee reviewed the needs assessment and discussed strategies that they believed were currently working in the elementary school and brought forth some ideas that they would like implemented with the grant. The committee revisited the NAHPLC whole school assessment that was completed in April of 2009. The details of what NAHPLC is will be explained in question 2. The whole school assessment is a review, by people who do not work in the school, of how the school is doing in the 10 dimensions the program is based on. The committee also reviewed the schools Strategic Plan, which is the same as the school improvement plan, in February and March. The strategic plan is created in late May after the current whole school assessment is completed.

A planning team of administrators, teachers, parents, community members, and school board members get together for two days to look at what worked last year and what did not work last year. The team will decide what goals and strategies to work on for the next school year and puts the strategic plan together.

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

The needs assessment was conducted in several different parts and at several different times. Student data and academic programs were reviewed on February 10th during the Building Leadership Team (BLT) (Keith McVay supt., Shirley Boyd, principal, Amanda Hermes business manager, Candace Sherwood SPED director, Chris Fried federal programs director, Melvin Hill after school coordinator, Jodi Madison nurse, Lori Mullen 4th grade teacher) meeting. Testing data was put together by Rebecca Lefebvre (Title I teacher) and Jeanne Janson (librarian). Pat Stone (NAHPLC coach) led the BLT in a review of programs the district is using and if they are improving student achievement.

The student risk survey was completed on February 12th by Jodi Madison (nurse) and reviewed the following week by the BLT. Eric Skillingstad (technology coordinator)

completed the software matrix the first week of March and was reviewed by the BLT the 10th of March. Discussion about student needs between teachers/administrators and community members and parents was held during parent/teacher conferences on March 18th. Parents and community members also spoke with Chris Fried about the needs of the school and students at the monthly Johnson O'Mally/Wakpala Parent Advisory Group meetings in February and March. The BLT looked at the whole school assessment during its monthly meeting in February and also reviewed the NAHPLC strategic plan during the February and March meetings. After all the pieces of data were put together and finalized the BLT team looked at each part of the needs assessment. The administration team of the district meets weekly on Wednesdays and reviewed the needs assessment pieces on February 24th, March 3rd, and March 10th. The people involved in analyzing the data were Keith McVay, Brian Thompson, Shirley Boyd, Candace Sherwood, Melvin Hill, Jodi Madison, Chris Fried, Amanda Hermes, Pat Stone, Lori Mullen, and Suzanne Albers.

d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Wakpala Elementary School: The review of the needs assessment showed that reading/language arts, writing and vocabulary were areas of concerns. The school was chosen to pilot the state writing test in 2010. The writing test was a test taken on the computer with software that allows the student to submit their writing and get instant feedback. We feel the program was successful because our students were able to see right away how they did and what they needed to do to improve. Our students struggled with typing on the computers and creating documents and navigating around the computer. The state test is for students in grades 5 and 7. We would like to expand that to serve students in grades 3 to 8 to improve writing skills.

Students were making good progress in math but some students were still not at grade level. We believe that with continued work with our Cognitively Guided Instruction (CGI) math program those students who are still not at grade level will be there in the near future. The CGI program has brought students scores on DTEP math test up in the last three years for students in grades 3-5. This is where CGI math is used most consistently. Students with disabilities were having a hard time making progress in math and reading.

The results showed that staff working with these students need more training in differentiated instruction and that the school should look at the RTI program that is offered by the State department of education.

Students technology skills were mostly basic or below basic with only a few proficient. The low technology skills or 21st century skills were not just hurting the students when they got on the computer for a technology class but hurt them in reading, writing, and math as well. Students use programs such as accelerated reading, accelerated math, study island, and write to learn. These computer based programs are supplemental programs all teachers in

the elementary use to help students make gains in math, reading, and writing. When students don't have the skills to work through problems that arise with the program or the computer it takes away from their learning time. Elementary students need to know the keyboard and how to work with documents on the computer and there is not enough time for the classroom teachers to undertake this task. We need to expand the availability of computers to our students and provide a full time technology teacher who can concentrate on giving the students the skills needed to show improvement in 21st century skills as well as reading, math, and writing.

Lakota language is an important part of the curriculum for community members and parents of elementary students. As students continue to learn the Lakota language they become more confident in their ability to learn other subjects. This is the second year the school has had a strong language component at the elementary. When comparing how students scored on the Lakota language test and how they scored on the DACS reading, STAR reading or early literacy test, comparison showed that students who scored in the top 25% of their grade in Lakota would score in the top 20% of the grade in local reading assessment, 80% of the time. This shows us that the Lakota language is important not only for the students culture but for their reading skills as well. Attendance was noted as steadily increasing and is nearing 94%. The NAHPLC school improvement model is working to bring the school out of improvement as students have been showing gains in many areas. NAHPLC is a school improvement model that is very similar to the transformation model. NAHPLC has allowed the school to focus on several area's each school year and within those area's work on programs and strategies to improve our reading, math, attendance, parent involvement, culture and language.

I will explain about NAHPLC in detail in question 2. The results of the needs assessment also showed that the school needs to look for other sources of funding to continue to use some of the programs and strategies we have in place that are working. We would also like to implement some new strategies that we feel will help our students show gains in math and reading. Our student enrollment has decrease in the last two years so our funding for our Title programs has dropped. State aid and Impact aid are two important sources of funding for us are not receiving any increase this year. Because of these two factors in funding and the cost of running a school does not stay the same every year we are looking for outside funding sources to help us continue these programs. We have made cuts to our budget in several areas to try and not have any effect on the programs that work for our students and to find additional funding to bring in those new programs to help us as well.

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

Wakpala Elementary School: Strengths of the elementary school are the use of the Cognitively Guided Instruction (CGI) math program. This program has helped increase the number of students who score proficient in the DSTEP test in math, although we still have

students who are not at grade level. Grades 3-5 math scores have risen in the last three years from 35 % proficient to near 70% proficient. The lower elementary teachers are more proficient in the use of the CGI program than the upper elementary teachers. We want to continue to train our elementary teachers in using the CGI program.

Native American High Performance Learning Communities (NAHPLC) has been very successful for our elementary school. NAHPLC is a continuous school improvement model based on ten dimensions that I discussed earlier in the application. The process of NAHPLC starts in the spring of each school year with a whole school assessment. Independent reviewers come into the school and interview staff and students about certain dimensions. They look at the classrooms and other areas of the school looking at the things that are happening. Upon completion of the whole school assessment the results are given to the school and the school is scored from 1 to 5 with 5 the highest on each dimension. The a planning team consisting of administrators, teachers, parents, community members, and school board members come together for two days and create a strategic plan for the next school year. The plan includes three dimensions that the committee chooses to focus on for the upcoming school year. All 10 dimensions are worked on but particular attention is paid to three. These three goals are broken down into strategies. The strategies are broken down into actions and who is responsible for the actions. Finally the actions are met with outcomes to determine if the action of the strategy was successful or not. These strategies focus on things like attendance, math reading, testing, language and so much more.

The piece that makes NAHPLC really work is the follow up with the coach. Pat Stone is the school's coach. She meets with each staff member of the school every month when she comes to visit. Pat checks to make sure we are following the strategic plan and weather things are working or not. Each staff member creates a personal plan to determine the things they are responsible for and updates it each month. The coach provides accountability for the school ranging from the superintendent to every other member of the staff. It is important for the school to continue the use of NAHPLC as we work towards removing our school from school improvement.

Attendance of the elementary students has been increasing and we are one of the highest in the state compared to other Native American schools at 93%. Parent involvement in activities and conferences has improved and turnout at events has been tremendous. We track the number of parents at events by having a sign-in sheet so we have data and can determine if numbers increased.

Teaching the Lakota language is a strength as students in elementary scored highest on the Standing Rock Reservation when the pre-test was taken and the middle school students were awarded with the highest Lakota language scores in the state at the Lakota language summit. As I mentioned in previous section we have found a correlation between students who scored well on the Lakota language test and those who scored well in DACS reading.

We feel the Lakota language helps the students in reading because it is teaching similar concepts in reading words even though they are different languages.

Weaknesses of the elementary school are overall student achievement in reading, specifically vocabulary. The lower elementary, prek-5, have better scores than the upper elementary, 6-8. Looking at the local assessments results for DACS the lowest scaled scoring category for each grade is vocabulary. We feel a vocabulary rich program would help the students with their reading levels and comprehension. The school is researching a vocabulary program to help the students in this area.

Another weakness of the elementary school is the 21st century technology skills of the students are basic and below basic according to the results of our technology literacy test. These skills are needed as students live in a 21st century world. The students don't just need these skills to navigate on the computer for fun and games. They need these skills to work on reading, math, and writing skills as well. Students need to know how to use the computer to type a writing assignment for the state writing test in grade 4 and 7. They need to know how to set up a work document and change the layouts and fonts and type. The students need to create a spreadsheet on excel and create formula's for the cells for math class. Students need to learn how to search for a topic and learn to read the website to make sure it is a reliable source of information. These are just a few examples of how elementary students need 21st century skills taught to them at an early age. Utilizing a technology teacher for grades k-6 will give our students the ability to move forward in the 21st century. Because of the amount of use our computer lab has already we do not have enough computers for a full time technology teacher. A wireless mobile lab would alleviate the strain on the limited resources of computers. A school wide wireless system would also allow the technology teacher and laptops to work where ever the class was located.

Students with disabilities continue to score low on local assessments and the DSTEP test in math and reading. Our elementary SPED teacher and paraprofessionals need more training in differentiated instruction and RTI. When sending staff to be trained research has shown that getting quality professional development makes the difference in how well staff take the training and uses it. We would sent some of the staff to the national conference on differentiated instruction to get the best possible training available. Priorities that will be addressed with the funds are: Continued use of NAHPLC and CGI math program and coaching. These areas may be cut due to budget shortfall next year because of zero increase in state aid and impact aid. Our student enrollment is also dropped by 20 students over the last three years. We have implemented a stricter attendance policy and many of the students we lost transferred to other schools with a more relaxed attendance policy. Addressing 21st century technology skills with a k-6 technology teacher and a mobile wireless lab to prepare students to use technology in education. Addressing students with disabilities and their lack of progress on assessments will be addressed with the implementation of the RTI strategy and professional development at the differentiated

instruction conference. Create a summer reading program and continue to develop the Lakota language program.

f. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

The Smee School District serves only one elementary school and the school is a tier III schools. The rationale is that the elementary school is one of two schools in the district and the district has the capacity to serve this school as well as the other school.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.*

Wakpala elementary school is in tier III. There are no schools identified in tier I or II. Even though the district is not required to chose one of the four intervention models like tier I and II schools, it has been following an improvement model that is very similar to the transformational model. Native American High Performance Learning Communities (NAHPLC) is a form of the transformational model that the district has been following for three years. NAHPLC is a locally implemented school improvement process licensed by Konkapot, Inc., which services schools predominately serving Native American youth. It focuses on research-based improvement practices relating only to Native youth and their communities. The Smee School District believes that for change to occur, the educational environment must address the specific needs of the Native American students that the District serves. NAHPLC is based on and assessed in the following Ten Dimensions: 1. Community based participatory decision making and vision 2. Spirituality 3. Tribal, community, and family support and involvement 4. Maximum use of technology 5. Literacy and English language development 6. Reaching and maintaining heritage language and indigenous culture 7. High expectations as articulated in goals and standards 8. Aligned assessment 9. Professional staff connected to the community culture 10. School culture congruent with home culture.

The school has a great deal of capacity to support and execute this model. The school board, community and staff have supported and embraced the NAHPLC model. The school has been working with NAHPLC for several years and have funded this improvement model through Title IV funds. Our student enrollment has decreased this past year and our funding from Title IV is not enough to pay for our NAHPLC program. With no increase in state aid and no increase from impact aid (one of our major funding sources) we have had to turn to grants in order to hopefully continue our NAHPLC program as well as other programs in the school. The school currently contracts with Pat Stone and Konkopot Inc.

who visit the school monthly and coach the administration and staff and evaluate the district during a whole school assessment on the NAHPLC program. The school has adequate staff to support the NAHPLC program with the exception of the technology curriculum. The NAHPLC model is supported by the school board, parents, community, staff, and even students.

The Smee District has a partnership with two other school districts on the Standing Rock Reservation that also contract with the NAHPLC program. The partnership with these schools is a common link with NAHPLC and we coordinate some professional development together. The school also has a strong partnership with Sitting Bull College, also located on the Reservation. Seniors from Wakpala High School have taken dual enrollment classes from the college and have received college credit while still in high school.

The Smee School District has used the NAHPLC school improvement model for four years. The model has been used to focus the district and work on 3 or 4 dimensions per year. The 10 dimensions of the NAHPLC model are broken down to focus on reading, math, and language.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

Wakpala community member Mary Rouseau, attended a conference in Albuquerque NM in the winter of 2006 where Pat Stone, the Native American High Performance Learning Communities founder, was speaking on the transformational model for Native American Schools. Mary brought the information about the NAHPLC program to the Wakpala school administration and to the Standing Rock Sioux Tribe. In June of 2006 Pat Stone came to the Standing Rock Reservation and gave a presentation to all the schools on the reservation and the Tribal Education program at Little Eagle South Dakota. In September of 2006 the Tribal Education Consortium was formed with the help of Pat Stone to help the schools work together for the youth of the reservation.

After the consortium was formed the Standing Rock Tribe decided to approve funding to pilot the NAHPLC transformational model in three schools on the reservation. The Smee School District was in restructuring mode through the school improvement process and had hired a new superintendent, high school principal, and elementary principal starting with the 06-07 school year. The decision was made by the administration and school board to write the grant to be a pilot school for the NAHPLC transformational model. The school was chosen to be a pilot school and the tribe paid for the first two years of the program.

Pat Stone and the NAHPLC team came to the school mid school year in 2006-2007 and completed a Whole School Assessment to see where the school stood on the 10 dimensions

that the program is based on. After the assessment was completed a strategic plan was created in May 07 where three dimensions were chosen to work on for the 2007-2008 school year. This process is repeated each year and Pat Stone visits the school each month to serve as a coach for staff and students in using the NAHPLC model. The NAHPLC program is researched based and data driven. The elementary school recruits external providers based on the research and data showing the effectiveness of a program or strategy. The programs that work best are the ones that have a follow-up component built into the program.

The Building Leadership Team and School Board are involved in the selection procedures for external providers. This is a requirement for any future external providers who may work with the school. It is also a requirement that follow up is done with the school in a form of coaching to ensure the program is being followed and to help with questions that staff may have.

- (4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

☐ The Turnaround Model

Section I.A.2(a)

1. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]
 - *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
 - *How will the principal be Included in staffing, calendars/time, and budgeting*
 - *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*
2. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
 - *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment ?*
 - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
 - *How will the district screen all existing staff ?*
 - *What is the process s for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*
 - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*

3. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
4. How will the district provide staff ongoing, high-quality, job-embedded professional development?
 - *List resources available to new staff.*
 - *Will there be mentoring program or, literacy and/or math coaches available?*
 - *How will the professional development be aligned with the school's comprehensive instructional program?*
 - *Indicate how the professional development will be designed in collaboration with school staff.*
5. Describe the new governance structure that will be adopted for this school.
 - *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*
 - *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?*
6. Describe how an instructional program will be determined and designed.
 - *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the district ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the district ensure alignment with State academic standards?*
7. Describe the process the district will use to promote the continuous use of student data.
 - *Indicate the use of student data such as from formative, interim, and summative assessments*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
8. Describe how the district will increase learning time.
 - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
9. How will the school provide appropriate social-emotional and community-oriented services and supports for students?

- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
- *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
- *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

☐ The Restart Model

Section I.A.2(b)

1. Describe the rigorous review process the district undertook to select a partner to restart the school.
 - *Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the district to start a new school (or convert an existing school) in this location? Describe possible partnerships.*
 - *How will the new school operation result in acceptable student growth for the student population to be served?*
 - *How will support be provided to staff that are reassigned to other schools as a result of the restart?*
 - *What performance expectations will be contractually specified for the restart partner?*
 - *Is the LEA prepared to terminate the contract if performance expectations are not met?*
2. How will the district ensure that the new school will enroll, within the grades it serves, any former student who wishes to attend the school?
3. How will funds from this grant be used to support the restart model?

☐ School Closure Model

Section I.A.2(c)

1. Describe the process the district used to determine to close this school.
 - *How were decisions based on data? How is this transparent to the school and local community?*
 - *What is the impact of school closure to the school's neighborhood, enrollment area, or community?*
 - *How does school closure fit within the LEA's overall reform efforts?*
2. Which higher-achieving schools have been identified that have the capacity to receive students from this school?
 - *Indicate that these schools are in close proximity of the school to be closed.*
 - *How will the students and their families be supported by the LEA through the re-enrollment process?*
 - *How will the receiving schools be staffed with quality staff to accommodate the increase in students?*
 - *How will the LEA track student progress in the recipient schools?*

☐ The Transformation Model

Section I.A.2(d)

- (1) Developing and increasing teacher and school leader effectiveness. [Section I.A.2(d)(1)]
1. Describe the process the district will use to replace the principal. [Section I.A.2(d)(1)(i)(A)]
 - *When will the contract with the current principal end?*
 - *What criteria will be used in selecting a new principal?*
 - *What is the process that will be used to select the new principal?*
 - *Who will be involved in the decision making?*
 - *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
 2. Describe how the district will use rigorous, transparent, and equitable evaluation systems for teachers and principals. [Section I.A.2(d)(1)(i)(B)]
 - *How will data on student growth be a significant factor in the evaluation system?*
 - *What other factors will be used (multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates)?*
 - *How will the district define student growth in accordance with definitions related to this notice (the change in achievement for an individual student between two or more points in time)? For grades 3-8 and 11, student growth data must be based on student scores on the Dakota STEP.*
 - *Are designed and developed with teacher and principal involvement;*
 - *How will the district identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates?*
 - *How will the district identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?*
 - *How will the district provide staff ongoing, high-quality, job-embedded professional development (subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)?*
 - *How will the district ensure that the professional development is aligned with the school's comprehensive instructional program?*
 - *How will the district ensure that the professional development is designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?*
 - *What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] (Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*
 3. Describe any optional activity the LEA chooses to implement to develop teacher and school leader effectiveness.
- (2) Comprehensive instructional reform strategies.
4. Describe how an instructional program will be determined and designed.
 - *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the district ensure that the instructional program is research-based?*

- *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the district ensure alignment with State academic standards?*
5. Describe the process the district will use to promote the continuous use of student data.
- *Indicate the use of student data such as from formative, interim, and summative assessments*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*
6. Describe any optional instructional reform strategy the LEA chooses to implement.
- (3) Increasing learning time and creating community-oriented schools.
7. Describe how the district will increase learning time.
- *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research)*
 - *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
 - *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*
8. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
- *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
 - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*
- (4) Providing operational flexibility and sustained support.
9. Describe the operational flexibility that will be given to this school.
- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
 - *What changes in operational practices will be made?*
 - *How will these changes lead to substantial improvement in student achievement outcomes and increase high school graduation rates?*
10. Describe the ongoing, intensive technical assistance and related support that will be provided to the school.
- *Who will provide the assistance (the LEA, the SEA, or a designated external lead partner organization)?*
 - *What kind of support will be provided and how often?*
11. Describe any other optional strategies for providing operational flexibility and intensive support.

- (5) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.
- a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

The Wakpala Elementary School is in Tier III

- (6) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- a. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

The Wakpala Elementary School is in Tier III

- (7) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.*

Wakpala Elementary: Wakpala Elementary for the past four years has used and will continue using the NAHPLC transformational model to drive the improvement of the school. NAHPLC is a continuous improvement model based on 10 dimensions of Native American school improvement. These dimensions are community based participatory decision making, Spirituality, Tribal, community, and family support and involvement, Maximum use of technology, Literacy and English language development, Reaching and maintaining heritage language and culture, High expectations, aligned assessment, Professional staff connected to the community culture, and school culture congruent with home culture. Within these dimensions are expectations that the school works towards.

As schools work towards these expectations using a variety of strategies to improve attendance, math, reading, writing, behavior, collection of data, shared decision making, awareness of culture, and many more, the school begins to improve. The process of NAHPLC starts in the spring of each school year with a whole school assessment. Independent reviewers come into the school and interview staff and students about certain dimensions. They look at the classrooms and other areas of the school looking at the things that are happening. Upon completion of the whole school assessment the results are given to the school and the school is scored from 1 to 5 with 5 the highest on each dimension. The a planning team consisting of administrators, teachers, parents, community members, and school board members come together for two days and create a strategic plan for the next school year. The plan includes three dimensions that the committee chooses to focus on for the upcoming school year. All 10 dimensions are worked on but particular attention is paid to three. These three goals are broken down into strategies. The strategies are broken down into actions and who is responsible for the actions. Finally the actions are met with outcomes

to determine if the action of the strategy was successful or not. These strategies focus on things like attendance, math reading, testing, language and so much more.

The piece that makes NAHPLC really work is the follow up with the coach. Pat Stone is the school's coach. She meets with each staff member of the school every month when she comes to visit. Pat checks to make sure we are following the strategic plan and whether things are working or not. Each staff member creates a personal plan to determine the things they are responsible for and updates it each month. The coach provides accountability for the school ranging from the superintendent to every other member of the staff. It is important for the school to continue the use of NAHPLC as we work towards removing our school from school improvement. The NAHPLC program was started four years ago and we must continue the program in order for our school to be successful. Funding from Title VII decreased because of lower enrollment as stated earlier and Impact Aid has not been given an increase. This is where we draw our funding from and we do not have enough funding to pay for the services we receive from the NAHPLC program.

21st century technology skills and equipment: 21st Century skills are skills that our elementary students from 4th through 6th grade have tested very low in. Students need these skills to be able to complete assignments and activities as they enter upper elementary, middle school, high school, college and the workforce. Research shows these skills need to be taught as young as possible for students to develop good 21st century technology skills. A K-5th 21st century skills technology teacher will be hired to address the low 21st century technology skills of our elementary students. This technology teacher will also be teaching the students skills they will use when they are working on math, reading, and writing. Wakpala Elementary has supplemental programs in all three areas that require students to be able to navigate on the computer to use these programs properly without having the teachers help on every part of the program. Our elementary computer lab this year was busy except for one class period of 50 minutes per day. This is not enough time for a teacher to effectively teach all elementary classes and improve their 21st century skills. A mobile lab of 20 computers with software and a cart will be purchased to help alleviate the busy schedule of the current stationary labs.

In order for the teacher to be able to bring the lab into each classroom a School wide Wireless System must be installed for wireless access throughout the school in order for the laptops to be used in all the classrooms. With the upgrade to a school wide wireless system switches must be upgraded to handle the wireless system and increased use of applications and users on the system. 20 additional computers and a cart will need to be purchased the second year of the grant to put in classrooms for student use in using the math, reading, and writing supplemental programs. These strategies are currently not being done at our school. We are working with our 5-8 grade students and students have shown gains in technology skills but too large of a gap exists by the time the students are in 5th grade.

Cognitively Guided Instruction (CGI) math is a program that the school has implemented for the last three years and is designed to allow students to discover math solutions and answers in more than one way. Wakpala students in grades 3-5 have increased their proficiency in math by 40% on the DSTAP test since the program was introduced. The lower elementary

teachers are proficient in teaching CGI and training needs to continue so math teachers in grades 6-8 can become proficient in teaching so the improvement continues. The program provides two weeks of training for teachers each summer and a coach comes to the school four times per year for follow up visits with the staff. The CGI concept, in allowing students to approach an answer in different ways, works well with our Native American students.

Response To Intervention and Differentiated Instruction are strategies that help struggling students make gains in the classroom. Reaching students with disabilities in the elementary has kept grades 3-8 from reaching AYP for several years in a row. Research has indicated that RTI and differentiated instruction are effective interventions in reaching students with disabilities who are struggling in math and reading. Wakpala Elementary will look at implement RTI starting with the 2010-2011 school year. An in-service has been set for the end of May to begin to introduce RTI to the staff. The special education teachers and staff need to become experts in RTI and differentiated instruction in order for these interventions to work. SPED staff will be attending a national conference on RTI and differentiated instruction that will allow them to be able to train individuals on RTI. Different members of the SPED team will attend the training each of the three years of the grant. It is difficult to predict what prices of airline tickets, rental cars, gas, and lodging will be two and three years in advance, so prices will be based on research conducted for the upcoming year.

A Summer Reading program allows students to have access to school library books so they may continue reading through the summer and not lose any gains they had during the school year. A staff member will be hired to open the school library to students as Wakpala does not have a public library that students can use during the summer.

A vocabulary building program is being researched for use in the elementary school. Vocabulary has been identified, through the local DACS assessments, as a weak area for a majority of students and a program to help improve student achievement in this area needs to be brought on board. Programs are being researched to identify a researched based strategy to help our students retain and build their vocabulary.

The Lakota Language program at the elementary is a strong point but needs to continue to be developed. As I have stated before teaching the Lakota language gives students skills that help them in reading and writing. Many of the techniques in teaching language whether English or Lakota are similar. As our data has shown, students who do well in learning Lakota language at our school also do well in reading and writing. We use data from the Lakota language pre and post test and the DACS reading and write to learn writing software. Summer professional development is needed through the Standing Rock Tribal education language program offered by Sitting Bull College in Ft. Yates North Dakota. The immersion language program gives our Lakota instructors strategies in teaching our elementary children the language which in turn helps with our reading and writing scores.

- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

The Wakpala Elementary School is in Tier III

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Budget categories for consideration in required budget narrative.

Personnel: Salaries; paid to certificated individuals (i.e., certified teachers); staff that are not certificated (i.e., paraprofessionals, secretaries, teachers' aides, bus drivers).

Examples: Program Director: \$40,000 @ .5 FTE = \$20,000
Program Assistant: \$15,000 @ 1 FTE = \$15,000

Employee Benefits: Payments made on behalf of employees that are not part of gross salary (i.e., insurance, Social Security, retirement, unemployment compensation, workers compensation, annual leave, sick leave).

Examples: \$20,000 X 7.65% (Social Security-Medicare) = \$1,530
\$15,000 X 7.65% (Social Security-Medicare) = \$3,000

Travel: Expenditures for staff travel, including mileage, airline tickets, taxi fare, meals, lodging, student transportation.

Examples: 3 trips X 400 miles X .37= \$4,440
Bus - 5 days per week X \$20 per day X 20 weeks = \$2,000

Equipment: Equipment should include tangible, nonexpendable personal property that has a useful life of more than one year. This should include all electronic equipment such as digital cameras, DVD players, laptop computers and desktop computers. The grantee will be expected to maintain an equipment inventory list.

Examples: Digital cameras - 3 @ \$150 = \$450
Laptop computer -1 @ \$900 = \$900

Supplies: Consumable supplies include materials, software, videos, textbooks, etc.

Examples: Art supplies - \$200
Reading books - \$300
Software for Math assistance program - \$175

Contractual: (Purchased Services) Personal services rendered by personnel who are not employees of Local Education Agency (LEA), and other services the LEA may purchase; workshop & conference fees, tuition, contracted services, consultants, scoring services, rent, travel, etc.

Example: Company A – Provide professional development workshop - \$1,200

Professional Development: Include these professional development related costs in your annual budgets and budget narratives.

Example: Professional development conference – New York

Airfare - \$550
Registration - \$250
Meals – 3 days @ \$36 per day = \$108
Lodging – 2 days @ \$175 = \$350
Miscellaneous – Cab - \$50

Indirect Costs: Grantees must have an approved restricted indirect cost rate before indirect cost may be charged to this program.

Include a budget description for each year of the proposed 3 year project. Provide details linking expenditures to requirements of the intervention selected for Tiers I and II. Indicate expenses related to strategies to be used in Tier III schools.

Grant Periods:

Project Year 1: July 1, 2010 – June 30, 2011
Project Year 2: July 1, 2011 – June 30, 2012
Project Year 3: July 1, 2012 – June 30, 2013

Personnel:

Year 1: K-5th Technology Teacher @ 1 FTE Salary = **\$37,000**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 1 total = **\$47,000**

Year 2: K-5th Technology Teacher @ 1 FTE Salary = **\$38,480**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 2 total= **\$48,480**

Year 3: K-5th Technology Teacher @ 1 FTE Salary = **\$40,019.20**
Summer reading workers 2 @ .5FTE Salary = **\$10,000**
Year 3 total = **\$50,019.20**

Employee Benefits:

Year 1: \$37,000 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment) = **\$10,730**
Year 2: \$38,480 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment) = **\$11,159.20**
Year 2: \$40,019.20 X 29% (S.S., Retirement, Health, Workers Comp., Unemployment)= **\$11,605.56**

Travel:

There are no travel expenses expected under this budget item.

Equipment:

Year 1: School wide Wireless system (Microsoft Windows Server CAL 2008 OLP Licenses, \$807.84; Microsoft Windows Server R2 Standard, \$55; Microsoft Windows Server R2 Enterprise, \$172.50; Ruckus Wireless Education Bundle \$4,997.50) = **\$6,032.84** Mobile lab including 20

laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) = **\$24,562** Switches to allow upgrade to school wide wireless system. (5 HP pro-curve switch 2610-48 power @ \$1,781 each, \$8,905; 1 HP pro-curve switch 6600 24G @ \$1,550.50) = **\$10,455.50** Total for Year 1 = **\$41,050.34** This equipment is to be used for the teaching of 21st century technology skills with the elementary technology teacher.

Year 2: Mobile lab including 20 laptops, onsite coverage for each laptop, basic docking station for each laptop, and a mobile cart to store the laptops. (20 laptops @ \$899 each, \$17,980; onsite coverage for 20 laptops @ \$99 each, \$1,980; docking station for 20 laptops @ \$96 each, \$1,920, Office pro plus 2010 for 20 laptops @\$69.80 each \$1,396, mobile cart storage @ \$1,286.) Total for Year 2 = **\$24,562** This equipment is to be divided among the classrooms for easy access to utilize new technology skills that have been developed during year 1 of the grant and are continued through year 2 and 3.

Year 3: No equipments will be needed for year 3

Supplies:

There are no supply expenses budgeted for this grant. The district will purchase any supplies that may be needed.

Contractual:

Year 1: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cognitively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

Contractual services will remain the same for the 2nd and 3rd year of the grant.

Year 2: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work

as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cogitatively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

Year 3: Native American High Performance Learning Communities (NAHPLC): The Wakpala Elementary and High School will contract with Pat Stone who is the founder of NAHPLC to work as educational coach for the two schools. Mrs. Stone will meet with all staff once a month and will conduct a whole school assessment and facilitate a strategic planning session at the end of the year. All of Mrs. Stone's travel, car rental, meals, and lodging are included in the contract fee. = **\$12,500** Cogitatively Guided Instruction (CGI) Math: The Wakpala Elementary and High School will contract with Running Horse Livingston and Mazie Jenkins for a two week training during the summer and then five follow up coaching visits during the school year for the CGI math program **\$17,000** Wakpala Elementary school is currently looking for a scientifically based researched vocabulary enhancement program. At this time the right program has not been found. Based on our research we have estimated the cost for a successful program with in-service training and follow up coaching visits four times per year to be **\$15,000**. Total for Year 1 = **\$44,500**

Professional Development:

Year 1: National Conference on Differentiated Instruction in Las Vegas, NV (Improving students with disabilities gains and achievements on DSTEP test)

Registration for 3 attendees @ \$509 = \$1,527

Flight and hotel rooms for 3 people @ \$600 as found on Travelocity = \$1,800

Meal allowance \$40 per day for 5 days for 3 people = \$600

Car Rental as found on Travelocity = \$500

Gas allowance for car rental = \$100

Total = **\$4,527**

Lakota Language summer institute at Ft. Yates, ND (Continuous improvement of Lakota Language)

Registration and supplies for one attendee @\$2,000 = **\$2,000**

Attendees will drive a school vehicle to the institute and return home each night.

Year 1 total **\$6,527**

3 different staff members will attend the Differentiated instruction conference each of the three years.

Year 2:

Registration for 3 attendees @ \$509 = \$1,527

Flight and hotel rooms for 3 people @ \$600 as found on Travelocity = \$1,800

Meal allowance \$40 per day for 5 days for 3 people = \$600

Car Rental as found on Travelocity = \$500

Gas allowance for car rental = \$100

Total = \$4,527

Lakota Language summer institute at Ft. Yates, ND (Continuous improvement of Lakota Language)

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Year 1 total \$6,527

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Meal allowance \$40 per day for 5 days for 3 people = \$600

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Registration and supplies for one attendee @\$2,000 = **\$2,000**

Attendees will drive a school vehicle to the institute and return home each night.

Year 1 total \$6,527

Indirect Costs

The Wakpala Elementary School has an indirect cost rate of 2.78%

Year 1: \$149,807.34 X 2.78% = \$4,164.64

Year 2: \$135,228.20 X 2.78% = \$3,759.34

Year 3: \$112,651.76 X 2.78% = \$3,131.72

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Wakpala Public School

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)	
1. Personnel	\$47,000	\$48,480	\$50,019.20	\$145,499.20	
2. Employee Benefits	\$10,730	\$11,159.20	\$11,605.56	\$33,494.76	
3. Travel	\$0	\$0	\$0	\$0	
4. Equipment	\$41,050.34	\$24,562	\$0	\$65,612.34	
5. Supplies	\$0	\$0	\$0	\$0	
6. Contractual	\$44,500	\$44,500	\$44,500	\$133,500	
7. Professional Development	\$6,527	\$6,527	\$6,527	\$19,581	
8. Total Direct Costs (line 1-7)	\$149,807.34	\$135,228.34	\$112,651.76	\$397,687.30	
9. Indirect Costs*	\$4,164.64	\$3,759.34	\$3,131.72	\$11,055.70	
10. Total Costs (lines 8-9)	\$153,971.98	\$138,987.68	\$115,783.48	\$408,743	

*Use restricted indirect cost rate (same rate as regular Title I program)